The University of North Carolina Record

APRIL, 1911

NUMBER 91

FACULTY COMMITTEE ON PUBLICATION OF THE RECORD

James F. Royster
J. G. deR. Hamilton
L. R. Wilson

THE UNIVERSITY PRESS
Chapel Hill, N. C.
1911

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Number 91 Fifty Cents a Year April, 1911

A COLLEGE PRESIDENT OF A HUNDRED YEARS AGO*

BY F. P. VENABLE.

The functions of the college president and the whole matter of college administration have formed a very fruitful subject for discussion in recent years. Books have been written about it, and many magazine articles as well as newspaper letters have appeared. To many the modern president has seemed a recent evolution and a most un-American one at that. His wide authority, almost autocratic in scope, covering all sides of college activity, has been thought un-democratic and not at all in keeping with the democratic spirit of the American constitution. The college governing body should be a democracy of teachers with united responsibility and possibilities for individual development, without too much outside control or interference. Something like this, it has been pointed out, is the system in certain strongly monarchical countries as Germany. What a parody, then, that the one-man system should grow up and flourish in democratic America, sought as a refuge by all who have suffered under the old "effete" monarchies.

Whether the college president is un-American or not and a product foreign to our institutions, one thing can be settled by a little study. He is not a modern product nor a recent evolution,

*Read before the North Carolina Historical Society of the University of North Carolina.

but is a lineal descendant of those who have held the office before him and bears the clear markings of his birth-right.

Of course the conditions of life to-day differ in many respects from those of a century ago and the administration of the modern college is a somewhat different proposition, but after all the differences are not so great. It is with the fundamental problems of human nature that one has to deal and the qualities demanded of him who would rule in the college world are ever the same—high purposes, high ideals, sound scholarship, but, above all, sincerity and hard common sense.

The similarity between the work of a president of a century ago and that of a president of to-day is strikingly brought out in a recent college history.* At the same time certain notable differences are made clear, due to the refining changes of modern life. Happily some of the trials which beset the path of the early executive have disappeared from our lives.

The University of North Carolina, from whose history our facts are drawn, occupies a somewhat unique position among American institutions. In the first place, it is the first State university directly established by the people, its doors having been opened in 1795. Secondly, for eighty years of its first century only three men held the office of president—leaving out of account two brief intervals. Again the little village which grew up around it at first has grown but little in the century and the lovely spot is dominated, as of old, by the University which gives to it the charm of quiet study, uplifting ideals, and historic association. This was the spot to which our typical president was called and where he lived out his strenuous life.

Joseph Caldwell, a graduate of Princeton of the class of 1793, who had been engaged in teaching Mathematics there since his graduation was called in 1796 by the Trustees of the University of North Carolina to the chair of Mathematics. This was at the suggestion of Professor Charles W. Harris, who remembered his reputation for ability, Caldwell having graduated with highest honors in the class preceding his.

**History of University of North Carolina*, by Kemp P. Battle, 1907.

The salary was only $500, so small that Dr. Hugh Williamson, of New York, who had been commissioned by the Board to enquire for competent persons for the position, wrote that it precluded "any chance of inducing any respectable man of learning to remove to a Southern State where, as they all believe, the chances of health are greatly diminished." He adds that "men of moderate ability expect to make more money in other business than teaching, hence capable teachers are only among the clergy. The professorship of Mathematics in the College of New Jersey has been vacant some time for want of a capable man. It is unfortunate that people measure salaries by the inflated price of provisions and the flood of real or fictitious money. $2.50 for a bushel of wheat, half a dollar in a tavern for breakfast, $1.25 a day for a common laborer, are too high to continue. When Europe is revisited by peace, prices will fall and then we can employ teachers on moderate terms." It was true in those days as now that the people "starved their spiritual leaders."

Harris wrote Caldwell very fully as to the condition of affairs at Chapel Hill, the seat of the University. There were about 100 students, of whom some sixty were in the preparatory department. "We imitate," he writes, "Nassau Hall in the conduct of our affairs, as much as circumstances will permit. The site at Chapel Hill was selected because of its healthfulness. The expense of clothing is dearer than at Princeton. Our diet at Commons is preferable to yours, at the low rate of $40 a year. The buildings, already completed, are one wing, 98 feet long, containing sixteen rooms, an elegant and large house for the president with outhouses, steward's house, kitchen, etc. The buildings to be erected are a wing similar to the other, a Chapel and a large three storied house, 115 feet long and 56 feet broad. The Treasurer informed him that the funds, including what was not at once available, could be stated at $30,000. The University labored more at the present for the want of good teachers than anything else. If the buildings were completed and all the professorships filled there would be 200 students. The newness of the University caused things to be in an unsettled state, but he expected that in a short time the situation would be as agreeable and as profitable

as any of a like kind in the Union. Our education at Princeton was shamefully and inexcusably deficient in experimental philosophy. We expect from London a small apparatus in October and advise that (Caldwell) should visit Philadelphia and learn the use of the different kinds of electrical machines, air-pumps, telescope, microscope, camera obscura, magic-lantern, quadrants, sextants and whatever else may be found useful. I would often have appeared ridiculous in my own eyes if I had not gotten a smattering of experimental philosophy by visiting Williamsburg (William and Mary) in Virginia."

The University of North Carolina had been chartered in 1789, coincident thus with the Constitution of the United States. The sight was chosen upon an elevated plateau within thirty miles of the capital city. Lands were donated; money subscribed by friends; $10,000 lent by the State, (afterwards converted into a gift), and the corner stone of the first building was laid in 1793 and the first student received in 1795.

There was no State appropriation for building or support, but under the State laws certain escheats and land warrants were received. The sturdy men who later fought the battles of Moore's Creek and King's Mountain ordained in their State constitution of 1776 that "A school, or schools, shall be established by the legislature for the convenient instruction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct at low prices: and all useful learning shall be duly encouraged and promoted in one or more universities."

This was, in outline, a public school system from the primary school to the University. But the long struggle for independence had exhausted the resources. The establishment of the University was decreed but it must get its support as best it could, and for sixty-five years no direct appropriation was made either for support or equipment.

Caldwell accepted. This may have been due in part to the fact that the College of New Jersey seems to have been passing through some crisis. In a letter to General Davie, one of the North Carolina trustees, he stated that Dr. McLean, the professor of Chemistry, whose salary was paid out of the private pockets of the trustees,

was in the notion of applying for the same chair in North Carolina. "Moreover, Brother Smith (Samuel Stanhope Smith, D. D., President of Princeton), would like to have proposals for a change and would be willing to make it if he could have direction of the plan of buildings, and their environs. I do not now hesitate to say that so far as the reputation of this college depends upon its immediate professors, you have an opportunity of transferring it in a great measure to the University of your State."

The trip to Chapel Hill was quite an arduous undertaking. His friend Harris advises Caldwell that the best plan is to purchase a small but good horse and a single chair (two-wheeled sulky). With this, traveling would be quite as expeditious as on horseback. In the chair-box could be carried many necessaries. This could be made cheap and healthful and would occupy about thirty days. By adhering to the post-route through the cities of Washington, Alexandria, passing near Mount Vernon, Richmond, Petersburg, etc., much entertainment and knowledge of geography would be gained. The loss on the re-sale of the horse would not be considerable. Let Mr. Caldwell fill his trunk with one or two pieces of linen, stockings, shoes, broadcloth, and whatever clothing will be needed for a year, as these things are dearer here than in Philadelphia and often not procurable. Trunks should be sent by water to Petersburg, Va., and so forwarded to Hillsboro (12 miles from Chapel Hill).

The young professor found the University in its infancy, literally cut out of the woods. The executive was known as the Presiding-Professor. David Ker, the first to hold the position, had resigned after a year's service. Charles Harris, who followed him, resigned within a few months, and Caldwell took charge in 1797, just two years after the opening of the University. He found the cares and burdens of the office so heavy that he proposed giving it up and withdrawing from the institution before the close of the first year, but he was induced to remain by some changes in the faculty which brought the number of instructors up to five and transferred the burden of administration to a Principal as the new Presiding Professor was called.

The duration of the new administration was very brief. The

Presiding Professor, a Mr. James Gillespie, through his unpopularity and obnoxious acts brought about a stormy rebellion. According to the testimony, the students "beat Mr. Gillespie; personally waylaid and stoned Mr. Webb; accosted Mr. Flinn with the intention of beating him, but were diverted from it; and at length uttered violent threats against Mr. Murphey and Mr. Caldwell, which were never put into execution."

The unconscious humor of the said testimony is delicious. It goes without saying that to be beaten personally is a far greater indignity and more grievous injury than to be beaten impersonally, or, as it were, by proxy. The modern device of burning or hanging in effigy is but child's play in comparison. Surely there is a Biblical touch in the suffering of Webb. It reminds one strongly of the prophets and the wicked husbandmen. The courtesy of accosting Mr. Flinn before beating him has in it a touch of the French, and one wonders in vain what other gentle divertisement prevented their carrying out their dread intentions and dire threats. Surely the college president of those days had an unruly and violent mob to govern and needed to emulate the gentle methods of the buccaneer with his festive crew.

Students and trustees turned to Caldwell again as the only man who could bring order out of chaos and save the infant university from shipwreck. And so once more as Presiding Professor, and in 1804 as President, he directed the fortunes of the young institution. Ten years later he tried once more to lay aside the burdensome duties, wishing to devote himself to his chosen science, Mathematics and to the delights of authorship. But two years of trial of his substitute was enough and he was forced into the position again, remaining in it until his death in 1835.

What sort of a man was this sturdy Scotchman who alone could control and direct the strong, heady, turbulent youth of that early period and whose skilled hand wisely piloted the struggling institution past the many perils which beset it into the quieter waters of assured success?

His was one of those strong natures which that old historian of strong men, hero-worshipping Carlyle, would have loved to paint. He would have found him possessed, as was another Scotchman of

whom he wrote, "of sharpness of discernment and discrimination, courage enough and what is still better, no particular consciousness of courage but a readiness, in all simplicity, to do and dare whatever is commanded by the inward voice of native manhood: on the whole a beautiful and simple but complete incompatibility with whatever is false in word or conduct; inexorable contempt and detestation of what in modern speech is called humbug: a pure and manly silent tenderness of affection in him, touches of genial humor not wanting under his austerity."

Dr. Battle has written of Caldwell "he was utterly fearless, indefatigable in the discharge of every duty, skillful in the administration of the discipline deemed best in those days and which may have been demanded by the prevailing social habits. He inspired respect, confidence and, among the disorderly, fear. He was strong of arm and swift of foot, and thought it not undignified to engage in a wrestle or race with midnight disturbers."

It would be a grave injustice if it was fancied that the youthful material with which President Caldwell had to deal was more turbulent or of lower grade than the average to be found then at similar institutions throughout the land. On the contrary, the marked success of the graduates bore witness both to the fineness of the clay and the skill of the potters. The class of 1818, for instance, numbered fourteen. The highest honor of the class was conferred upon James K. Polk, afterwards Governor of Tennessee, Speaker of the House, and President of the United States. W. M. Green became Bishop of the Protestant Episcopal Church and Chancellor of the University of the South. Then there was the first President of Davidson College, a Reporter of the Supreme Court, a President of the State Senate, a Consul-General to Italy and a Governor of Florida. Preachers, lawyers and business-men make up the balance of the class.

Caldwell's duties were manifold. Colleges were then too poor to relieve their presidents of professorial work, so the duties of the chair of Mathematics and for a time at least of that of Natural Philosophy devolved upon him. The modern device of deans for easing the burdens of the president was also unknown at that time. It is not surprising to the unprejudiced of these days that

Caldwell should "seem to think that his constitution was too weak to undergo the anxiety and fatigue of the President's place."

The teaching part of his labors was especially attractive to Dr. Caldwell and he would gladly have devoted his whole time to it but the exigencies of the institution did not admit of it. He had in a high degree the confidence and esteem of his large and somewhat cumbrous board of trustees and they turned matters largely over to his guidance.

First, the unhappy role of the fund raiser, the beggar, was to be his, a function which does more than any other to lower the office of the college president of to-day and to lessen its influence along legitimate lines. The University needed funds sorely. A large, unfinished building, urgently needed, was on its hands, equipment was lacking and money must be secured for instructors' salaries. The State legislature did not help, lotteries had been tried and failed, yielding only about $6,000, so the new president must set out upon his task. Donations were asked and secured from friends of the institution. An address was drawn up to the "friends of education in the State and Caldwell was authorized to travel through the State in vacation to secure subscriptions"—a stony path which others have trodden since. Caldwell was successful (contributing with signal generosity out of his own meagre salary), and the building was completed at the time that our people were joyously celebrating their naval victories in 1814. This would read like a modern epic, only in these strenuous years no one can wait a dozen years for the completion of a building.

In the heated political jealousies and strife of the times, the University and its president came in for their share. Caldwell was a Federalist. Higher education was deemed aristocratic and un-Republican. The apathy and even hostility of the legislature may in part be attributed to these causes. A contemporary writes in 1804, "The institution now languishes. Mr. Caldwell's anti-Republican love of literature, and not the emoluments of his office, induces him to preserve in existence, and by his influence, even the shadow of a college."

Later, when the Main, or South, Building was completed it was denounced by a correspondent, styling himself "Citizen," as a

"palace-like erection, which is much too large for usefulness and might be aptly termed the Temple of Folly." Caldwell answers this by showing that it was absolutely essential to the progress of the institution. "If rooms sufficient were here we could have a hundred students and our nation would have, not a Temple of Folly, but a monument of glory to herself and a pledge of utility and worth to all succeeding generations." It is not surprising that the Scotch-Irish temper should have been aroused and that Caldwell should have closed the discussion by saying: "As soon as the light of truth is thrown upon Citizen, the visage from which issued such noisy and imposing declamation appears nothing more than one wretched blank of inanity and dullness. Malignity and lust of sway are his guiding principles."

The task of defending the University in the bitter partisan controversies of the time largely fell upon Caldwell. He proved an able controversialist, clear, logical and not sparing in the sharp personalities to which the times were partial. One of his letters giving an analytical and closely-reasoned defense of higher education by the State was especially able and might well have been used in the periodical controversies on this subject in later times.

In all essentials for the welfare of the University, Caldwell insisted upon the carrying out of his rulings, as approved by the faculty. In the case of a difference which arose with the Board of Trustees where Caldwell was overruled, he addressed a letter to the Board in which he said, "If this college is to be maintained the establishment must somehow be altered," and secured from them implied if not expressed promise of change. His resignation as president was tendered, though he expressed entire willingness to continue the work of professor.

That the president practically determined appointments in the faculty is shown by the attacks upon Caldwell on account of the selections made. When the chance came for enlarging the faculty in 1818, and later, he had really gathered around him an admirable set of promising young men, including Denison Olmstead, afterwards professor in Yale University, and Elisha Mitchell, of Yale, Kollock, of Princeton, and later Phillips, of England. Fault was found with the preponderance of Presbyterians, also

with the selection of those so foreign to the State and its interests.

In 1824 upon the urgent representation of Caldwell the old buildings were enlarged and two new ones were added and in the same year he undertook at his own expense a trip to Europe for the purchase of books and apparatus for which the trustees appropriated $6,000. The character of the man is shown by the fact that he paid out of his own pocket the excess of $1,738.01 above the appropriation, which he thought it necessary to expend. The sum was afterwards refunded by the trustees. Some of the apparatus is still preserved by the University among the interesting relics of a by-gone day.

In planning for the development and usefulness of the University Caldwell showed great wisdom and foresight. In 1822, through action of the legislature, a State Geological Survey was established and Professor Olmstead was appointed State Geologist. His report was probably the first of that character in the United States.

In 1831 Caldwell erected a small observatory, an inexpensive structure, in which were placed the telescope and other astronomical instruments purchased by him in London. This was built at his expense, though the amount was refunded by the trustees just before his death. This was the first college observatory in America. In 1836 Hopkins erected one at Williams College.

Also in dealing with courses of study, problems of discipline, of administration, of finance, his strength, honesty and farsightedness were abundantly shown. He unquestionably deserves a place among the great educational figures in this country. That such a man with just such fullness of powers was needed is shown by the fact that other plans of government and other men were tried by the trustees with failure as the result and this man alone may be said to have saved this earliest venture in higher education by a State from disastrous shipwreck.

Certainly to this man was due in fullest measure what has aptly been called the glory of the second mile. If his friend or his enemy, his duty or his impulse compelled him to go one mile, he cheerfully went twain. His was not the labor of obligation but of

love. He gave his time, though the call of his loved science was insistent upon him. When the University funds were low and things must be done, he gave up his meagre earnings. He gave his strength and finally his life. When too late, help was given him—some one to help in the teaching, some one to help with the discipline. His last year or two was spent in great pain of body from the ravages of disease, and in distress over the financial condition of the institution he loved. He died early in 1835, not quite sixty-two years old, and little beyond the memory of his name is left where he lived and wrought. To him was vouchsafed, however, the joy of great service.

COLLEGE AND UNIVERSITY EXTENSION WORK IN NORTH CAROLINA*

EDWIN MIMS, *Professor of English, University of N. C.*

One of the definite objects of the State Literary and Historical Association as expressed in its constitution is to arouse an interest in literature and history throughout the State. This ideal has been to some extent realized in the excellent work that has already been done. It is not necessary for me to rehearse in your presence the achievements of this Association. The creation of the Historical Commission, the recognition of productive work in the annual presentation of the Patterson Cup, the inauguration of the movement for rural libraries, the annual meeting in Raleigh of representative men and women from various sections of the State, the addresses of distinguished men on subjects pertaining to the work of the Association—all these and other things that readily suggest themselves to your minds have justified the hopes of those who took part in its organization.

Two years ago I had the privilege of suggesting some lines along which the Association might extend its influence and still further accomplish its purpose. This afternoon I should like to emphasize again what was then said and to give greater definiteness to some of the ideas and plans then suggested.

We must confess that the attendance on the annual meetings of the Association is disappointing, that the roll of our membership is still remarkably small. There is abundant evidence of the fact that throughout the State at large we need to create a public sentiment that will enable us to realize more nearly our purpose, that to this end we ought to have other centers than Raleigh where our

*An address delivered at the N. C. Literary and Historical Association, in Raleigh, January 12, 1911.

influence might be felt. There ought to be ways by which we can arouse an interest in literature and history among a much larger number of people. From such plans as I suggest we ought to become a more powerful, a more useful organization, in vital relation with the various local organizations, clubs, and institutions of the State.

So much for what may be called the selfish phase of the work here outlined. Of more significance is the opportunity presented to do a really constructive work in the life of our people. I think you will agree with me that one of the most notable characteristics of our time is the desire of an increasing number of adults to share in the intellectual achievements of the human race. More and more men and women are not satisfied with the education they received in college or university. Many intelligent people who never had the advantages of such training are eager to profit by any opportunity that may be offered to them to follow courses of study or reading. We are realizing that education is not a matter of a few months, or years, that it is an endless process. Of what avail is a college education, if the rest of our lives is spent as if we had never learned to study? One of the saddest things that one has to contemplate is the arrested intellectual development of men and women who stopped growing at twenty, thirty, or forty years of age.

Study carefully any of the larger communities in North Carolina, and you will see that there are numbers of people of the kind I have suggested—people who need to be stimulated to do serious intellectual work, or people who are already eager to do such work but have no opportunities to gratify their very laudable ambition. Teachers in our public schools, ambitious young men in business, members of women's clubs, even professional men, readily suggest themselves to our minds. College men in the State can give many instances of letters received from such people, asking for suggestions as to books, as to courses of reading, etc. I know that there are many ways by which such information may be gained. Popular magazines, special editions of newspapers, correspondence courses now offered by colleges and universities, Chautauqua

and other courses of reading for individuals and clubs, are all valuable aids to an increasing number of people. But these do not take the place of personal contact, personal inspiration, nor of organized work by a certain central association like this, that knows the conditions and can work with local organizations for furnishing courses of lectures, night schools, and other forms of instruction not now offered by our institutions of learning.

Here, then, is the field of service, here I believe is the call for help. All of our recent development in the direction of universal education, all the efforts that have been put into the building of high schools and into the expansion of our higher institutions of learning, call for the extension of popular forms of instruction so that young and old may be stimulated to continue the education which they have begun. And we are urged thereto by the spirit of our age, a spirit manifested in all civilized countries and in all sections of our country to a more marked degree than in our own.

But, you may ask, how is this work to be done? I believe that this Association should request the higher institutions of learning in the State to work with it to the end of providing opportunities of popular instruction. From the beginning professors in these institutions have been members of this organization. They are ready, I am sure, to co-operate with you as individuals, and I believe that the institutions themselves will lend their support and encouragement. No one of these institutions can undertake the work alone. They have not the men nor the means to undertake extension work on a large scale. The time may come when, as in other sections, they will have special appropriations or gifts for such work, and when the increase of the teaching force may permit some men to give much time to the public. But for the present they cannot undertake much additional work. There are now a few men in each of the institutions who can be commanded by this Association for well organized, definite duties, at first in a few representative centers, and, as the work justifies itself by results in these places, in a larger number of places. We can at least begin the work on a small scale and trust to time to provide means for expansion.

My idea briefly in this: Let the Executive Committee of the Association, or a special Extension committee, present the plan to the colleges, requesting that each institution shall have a special committee on extension work to co-operate with the central committee in securing lecturers and courses of lectures. The central committee, by correspondence, or otherwise, could fix on some five or six places where such lectures might be given to advantage, under such local auspices as might seem best. A local committee, consisting of representatives of the public library, the high school, the literary clubs and perhaps other organizations of the city, could make all necessary arrangements as to time, place, and other details. All of these local influences working together would create the best circumstances under which the course of lectures might be given. The lecturer would prepare a syllabus of his lectures, with summaries, questions, notes, and suggestions as to the best books to be read. The library would have a special reference shelf on the subjects to be treated, and the programs of clubs might be prepared with such a course in mind. It would seem that a course of three lectures to be given on three successive nights would be better than widely separated lectures. There would be concentration of interest and intensive work. The lecturer would thus have the chance to come into vital contact with a community for several days. He could have his hours of consultation, could visit the schools, meet with the graduates of his institution, and be thrown into pleasant social relations with many people.

It will be objected at once that not every college man can give popular lectures. That is true; and yet there are two or three men in every college faculty in the State who are well adapted to instruct and entertain and inspire a general audience. They are already in demand for public occasions. I have no doubt that they would welcome the chance to do intensive work rather than to go to so many places and lecture in such a haphazard way as they do now. The concentration on some definite plan of work in connection with subjects in their own special field of work would appeal to them. The objection will be made also that people as a rule do not like the lecture as a means of popular amusement or instruction.

I refuse to believe, however, that our people's taste can be measured by the type of lyceum lecturer that we often hear or by the typical vaudeville performance. The stereopticon lecture rightly used would be popular from the beginning, and the taste for more serious lectures can be cultivated. I have seen an audience of fifteen hundred people in a town in North Carolina listen year after year to addresses that were noted merely for their distinction of thought and beauty of style. One of the great agencies in the intellectual awakening of New England in the middle of the nineteenth century was the lyceum lecture by scholars, publicists, and men of letters. Some pioneer work will have to be done and some failures perhaps recorded, either on the part of the audience or the lecturer, but that we can build up gradually and surely a definite form of public instruction for the general public I have not the shadow of a doubt. The results to be obtained in the long run will justify all our energy, patience, and faith.

I have thus outlined for you a plan of work that in all essential respects fulfills the ideals of what has come to be known as University Extension work. It is not therefore an impracticable idea nor a Utopian scheme. It is in line with the progressive tendencies of modern society on the one hand and of university development on the other. Twenty years ago the conservative universities of England in answer to a public demand inaugurated a scheme of popular instruction in all parts of England. The map of England is today dotted with these "centers," while the summer meetings of the University Extension societies at Oxford and Cambridge constitute one of the most imposing educational gatherings of modern times. The Sorbonne and other institutions in Paris furnish almost unlimited opportunity for the instruction of adults, while the universities of Germany, so long the cherishers of productive scholarship, have in recent years felt the same impulse to minister to the needs of people outside of University circles. In this country Johns Hopkins and the University of Pennsylvania were pioneers in extension work.

President Harper of the University of Chicago inaugurated University Extension as one of the essential departments of the University. Today there are more than two hundred "centers," which

under the direction of Professor Moulton and other trained men, are bringing the University into vital contact with the entire Middle West. More recently the great universities of the West, notably Wisconsin, have received large appropriations for pushing this work into all the communities of their respective commonwealths. Columbia and other universities of New York furnish every year hundreds of lectures for the people of that city. One of the significant utterances of the new president of Harvard was his declaration that the Eastern universities had much to learn from the newer universities of the West, and that Harvard must undertake the work of the extension of its influence to people who could not enjoy the advantage offered within its walls.

Some of the criticisms of this movement are obvious. There is often much superficiality, much looseness in the work undertaken, whether we consider the lecture itself, or the class work done in connection with it. It may be readily granted that such work can not possibly rank in importance with the systematic work of the college class room. The best contribution that the college or university makes to society is the training of the comparatively few who receive the accurate discipline and the inspiration of four or more years of collegiate training; and the best contribution that the university makes is the thoroughness of its graduate and professional departments. No amount of cant about the masses of the people ought to blind our eyes to the importance of well organized higher institutions of learning in training men and women over a long stretch of time to do the work demanded of leaders in all spheres of life. The college professor, however gifted he may be as a popular speaker, will never for one moment esteem the work that he may do for the public good as of equal value with the work that he is permitted to do as the instructor and guide of the students who are under his direction.

Furthermore, some college professors believe rightly that all the time that they may have outside of college duties ought to be devoted to research, to investigation in hitherto unexplored fields of knowledge. I trust that nothing that I may say will cause any one to think that I undervalue such men. We need more investigators—historians, who will study old documents and ransack

the archives of the past; philologists, who will devote their days and nights to the discovery of new laws of language; scientists to whom nature's varied life is a perpetual challenge to discover her secrets for the relief of man's estate. At any time discoveries may come from the laboratories and studies of such men, that will redound to the welfare of the human race and that will be contributions to that temple of knowledge which men have been building for all these centuries. Let us not put anything in the way of such men; on the other hand let us give them every possible encouragement in the way of materials with which they may work, and that public sentiment which is an incentive to all high endeavors.

So much needs to be said to avoid any overstatement of the importance of University Extension. All these points have been well understood by those who have led the movement. The University of Chicago has surely not neglected the internal work of the institution, and at the same time it has taken rank among the three or four most important centers of research in this country. The University of Wisconsin in all its efforts to relate itself to the life of the State has at the same time established its leadership of all the state universities of the country by reason of its productive scholarship and the intensive organization of all its departments. The more serious work of such institutions has not been hindered. but rather helped, by their sense of obligation to society at large, In rendering service to their constituencies they have themselves been made more democratic, more vital.

When we turn from the institutions themselves to individual scholars, we find that, as America has developed more and more men of first rank as productive scholars, she has also produced men who have become interpreters of their own points of view to a public outside of college walls. By lectures and books and study they have helped to mould public sentiment and to elevate public taste.

Such men have believed that the college professor has not fulfilled his duty to the world when he spends two or three hours a day in a class room and eight hours in his study or library. He owes something to his community, indeed, to his country. It is

but right that his superior training and higher ideals should contribute to the progress of that larger world of which, after all, the college is but a portion. He will strive to make his ideas prevail. If he is a man of science, he will do what he can to arouse the public to an appreciation of what science is, and will lend his efforts to the development of the scientific method and spirit. If he is a man of superior literary culture, he will not be satisfied unless he has something to do with the movements that make for the greater appreciation of the best that has been thought and said.

You will readily think of scholars who have worked in accordance with such ideals. Who can estimate the value of such work as the late William James did in his later years, when, after a life of tireless research in the problems of the human mind, he gave his series of popular lectures, afterwards printed in book form as "Talks to Teachers on Psychology," or when he wrote his striking articles in popular magazines? Of living scholars there is no more striking illustration of the point of view here set forth than Woodrow Wilson, who in addition to his work as a scholar, and as a teacher, has for many years been one of the potent influences in American life. Few more memorable words have been uttered in recent years than the conclusion of his address at the Sesqui-centennial Celebration of Princeton: "Of course, when all is said, it is not learning, but the spirit of service that will give a college place in the public annals of a nation. It is indespensable, it seems to me, if it is to do its right service, that the air of affairs should be admitted to its class rooms. I do not mean the air of party politics, but the air of a world's transaction, the consciousness of the solidarity of the race, the sense of the duty of man towards man, of the presence of men in every problem, of the significance of truth for guidance as well as for knowledge, of the potency of ideas, of the promise and the hope that shines in the face of all knowledge. There is laid upon us the compulsion of the national life. We dare not keep aloof and closet ourselves while a nation is coming to its maturity. The days of glad expansion are gone, our life grows tense and difficult. Our resource for the future lies in careful thought, providence and a wise economy; and the school must be

of the nation."

I believe that these words find many echoes in our own commonwealth. Indeed the higher institutions of this State have always been in close touch with the life of the people. Presidents of denominational colleges and of State institutions have vied with each other in forwarding the great cause of education. They and the professors in these institutions have played a large part in the present educational awakening in which we all feel a just pride. College professors should not now be expected to do the work of creating a sentiment for public education. All our college presidents and our professors of education are educational experts and are well suited to attend to the special needs of our educational system. The department of public instruction, with its various inspectors of schools, may well be left to do the work formerly done by college professors, if done at all. The time has come when specialists in their respective departments should make themselves felt in the general culture life of the state, when working through some organization like this, they shall undertake more definite and concentrated efforts to make their ideas of history, of economics, of literature, of science, prevail in a larger world than that of their class rooms. It will be a good thing for the public and a good thing for the men themselves. Many of them will find themselves in such work. They will have the consciousness of making contributions to the intellectual advancement of an increasing number of centers, and at the same time their contact with the people will react on their college work and on the institutions they represent.

If, then, this Association should try to carry out its expressed purpose, if it needs to reinforce itself by many local centers interested in the same great ends, if there is a field of work which is ripe into the harvest, and if the colleges and the University, in line with a world wide movement, will co-operate to this desired consummation, I see no reason why we should not inaugurate a work that is distined to assume greater proportions as the years go by and as we come nearer and nearer to that ideal we all cherish, the ideal of a democracy coming to its best at all points of human endeavor.

A NORTH CAROLINA TEACHER

BY E. K. GRAHAM*

To men in every profession now and then come doubts as to the real productiveness of their work. Prof. Barrett Wendell said (or is reported to have said) sometime ago to a promising student that he should avoid the profession of teaching because "it is a sterile field." One virtue at least distinguishes this judgement of Professor Wendell's: It frankly avoids the cant that so often marks the talk about teaching and other noble and (consequently) poorly paid professions. A North Carolina teacher several years ago raised a small storm in the State by a judgment similar in frankness: that the teachers in the State need not be indignant at their small wages—that most of them got as much as they are worth. To judge a man's worth is often very difficult. In business it is fairly easy; in medicine it is somewhat more difficult; in teaching it is more difficult still. Effects there are not so quickly and obviously related to their causes. If it were possible to innoculate a man with the binomial theorem and Browning and have him break out the next day or the next week with dollar bills or a case of bankruptcy, judgment would be easy. And for better and worse teachers would get more accurately what they are worth. Straight-thinking teachers do well to find and to speak the naked truth about their profession, but he is a sadly astray guide who calls teaching "a sterile field". That will not be true until pliable humanity is worn down to a breed of barren metal. Experience reveals a different display of facts. Few of the achievements of men have been solitary triumphs. They were first laid with words of grateful dicipleship at the feet of some teacher.

The sterility of a field depends as much on the husbandman as

*North Carolina Review, February 5, 1911.

it does on the field, and a greater variety of conditions surround the fruitful cultivation of men than surround the successful cultivation of the soil. The productiveness of teaching in Massachusetts may not be as obvious, though it may be just as real as it is in North Carolina; it may not be as obvious in the work of one teacher in Harvard as it is in that of another. Professor George H. Palmer, for instance, a colleague of Professor Wendell's, has said that if for any reason Harvard College could not pay him for teaching he would gladly pay Harvard College for letting him teach. This confession wakes a clear echo in the heart of every true teacher, and bears with it stimulating assurance of productiveness. The experience of Dr. Thomas Hume, Professor Emeritus of English Literature in the University of North Carolina, is an illuminating example of the somewhat puzzling rewards of the profession of teaching. For him all active work is done. At its finish he finds himself with no accumulation of wealth, nor other visible accumulation. His influence is not apparent from a casual glance at present educational work. Shall one say, then, that teaching was to him "a sterile field"?

In 1885, when Dr. Hume came to the University, conditions surrounding teaching in the State were not so favorable as they are now. They were especially unfavorable to the teaching of English Literature. The State was to wait five years for the great educational campaign of the '90's. McIver was at that time a teacher of English in Peace Institute; Alderman had just begun his public school work in Goldsboro; Joyner was a teacher in the Winston schools; Aycock's educational activity was entirely local.

And even when this awakening movement was underway the impetus of its enthusiasm was necessarily along fundamental lines. It was for a wider intelligence and a higher intelligence among the people. Its message was primarily a message of efficiency. Its compelling word was to men as workers. It said to agriculture and commerce—your fight will end in tragic defeat unless you can use your head as well as your hands. To know in order to do was its winning battle cry. It put enthusiasm into many branches of learning, but it put less into literature than into any of the rest. Literature, as such, has nothing to say on

this matter of the utility of knowledge. It deals with fine feeling rather than effective knowing, and views men not merely as capable of doing successful work, but as capable of enjoying the noblest emotions. In the face of the difficulties that confront every teacher of the aesthetic, and the peculiar difficulties that confronted him, Dr. Hume wrought at his task of teaching the masterpieces of literature with the zeal of a prophet. Literature (whenever he wrote the word he capitalized it) was to him not a chance profession; it was a religious faith. The beauty he found there was not the sentimentalism of a cult; it was the gift of God, coequal with truth and with goodness—the heavenly light that was the consecration of the monotonous struggle to get on. The prophetic earnestness with which he revealed his vision made him not a little absurd (a sure effect of greatly earnest men) to many of the absurd youths he taught; but under all discouragements he never faltered in his faith, and not one youth, however absurd, failed to take out into his life something of the divine fire that inspired Dr. Hume.

During most of the sixteen years in which he served the State, Dr. Hume in his field worked almost alone. Alone in what was by all odds the largest department in the University he placed but one limit on the number of courses he taught and that was the number of hours in the day. Day and night he gave himself to active instruction. In addition, he organized Shakespeare clubs out in the State, lectured in summer schools, preached in churches, in fact, put no reserve whatever upon his time or his strength. It was a matter of everyday wonder how so frail a man had the burden-bearing power of a superman. But here was the simple secret: To him it was not a burden, but a joy. It gave him the chance to teach! And now that weakness remorsely holds him to his room when the long, long thoughts that are the heritage of age as well as the promise of youth, come to him, I question if thought of gratitude on the part of the State for the strength spent in her service ever crosses his mind. Gratitude to the State, on the contrary, no doubt he feels that he was given worthy work to do—that gracious benediction of a fruitful life no doubt he feels and nothing more.

Besides the influence that Dr. Hume exerted on all of his students, on the thousands of people with whom he came in contact in his extension work and through his preaching, he made other leaders of sweetness and light in whose work his influence is especially obvious. Many successful teachers, themselves makers of teachers, many successful preachers and lawyers have added a grace to their lives that was kindled at the torch that he bore. He was never a writer of books, but he was a maker of writers of books. A half dozen books come to mind in which he was in this indirect way a joint author. On my desk lies Dr. Herman Horne's most recent book, "Idealism in Education," perhaps the most notable book of the past year by a North Carolinian. Dr. Horne acknowledges another great North Carolina teacher as his master, but the style by which his scholarship is distinguished he owes in large part to Dr. Hume, and much no doubt of the idealism that characterizes his thinking. Dr. Hume's mind is as alert, as eager, and as interested as ever, although his body under the whip of his spirit has paid barely less than full toll. From a material viewpoint, teaching has been to him "a sterile field;" but the fine thing is that he stands quite clearly and unconsciously above the material viewpoint. The cessation of work does not mark the end of his influence, nor do the four walls of his room limit its sphere. As a teacher of men it was given to him to subdue the petty tyranny of time and space. Is it not possible to say simply and with certitude about such a teacher that life gives to him her greatest gift: that even while he lives immortality becomes to him a visible, a realized fact?

"The stream which overflowed the soul was passed away,
A consciousness remained that it had left
Deposited upon the silent shore
Of memory images and precious thoughts
That shall not die, and cannot be destroyed."

RESOLUTIONS OF THE TRUSTEES ON THE DEATH OF DOCTOR EBEN ALEXANDER

At a meeting of the Board of Trustees, held at Chapel Hill at the last Commencement, the death of Dr. Alexander was announced, and the undersigned were appointed a Committe to present to this meeting resolutions expressive of the sentiments of the Trustees in relation thereto, and they respectfully present the following:

Eben Alexander was born in the city of Knoxville, Tennessee, in which State his ancestors, of Scotch descent, were pioneers, and several of whom were distinguished in its history, one as the author of its first Constitution, another as a member of the United States Congress, and his father as a judge of its Courts. After passing through the Freshman Class of the University of Tennessee he matriculated at Yale and was a distinguished graduate of that University in the Class of 1873.

Upon his return home he was elected and served as Instructor in the University of Tennessee, and after four years of service in that capacity was elected Professor of Ancient Languages. In 1885 and 1886 Dr. Alexander was the Executive head of that Institution as Chairman of the Faculty. Becoming notable as a Greek scholar he was elected to the Professorship of Greek as successor to Dr. J. deB. Hooper, and came to Chapel Hill in 1886. From the Fall of that year his connection with the University as the head of his Department was continued to his death, with an intermission of four years, during which he served with a leave of absence from the University as Minister Plenipotentiary of the United States to Greece, Roumania and Servia, receiving his appointment in April, 1893 from President Cleveland, being chosen from several eminent Greek scholars who were recommended for that high office. Athens was his place of residence while Minister, and so ably and acceptably did he perform his duties that he

was pronounced by a distinguished historian, his contemporary in Athens, "one of the best, if not the very best of all the Ministers any country has ever sent to Greece." He delighted in making himself acquainted with modern Greek as a language and entered into the life of the people of Athens and assisted in the revival of the old Olympic Games, in which Americans have since participated with credit.

In 1893 the University of North Carolina conferred upon him the Degree of Doctor of Laws. Returning home after four years of service as Minister he devoted the remainder of his life to his duties as Professor, to which were soon added those of Dean of the Faculty; and to his efficiency in that capacity the President bears earnest testimony. Dr. Alexander always took much interest in the University Library and had a large share in its present organization. Nothing affecting the welfare of the University was without interest to him or failed of promotion by him. He loved it, and there being a mutual and high regard between him and its President and his associates of the Faculty he never would consider offers of higher salary from other Institutions.

Dr. Alexander was long a communicant of the Presbyterian church, but no suggestion of bigotry in him was ever made by any one zealous in the promotion of the Christian Religion. In that respect as in all others charity always marked his conduct.

He was married October 15th, 1874, to Marion, daughter of Rev. John Howard Smith, and she and three children of the marriage, Dr. Eben Alexander, Jr., now of Knoxville, Tenn., Mrs. A. H. Patterson, of Chapel Hill, and Mrs. Paul Schenck, of Greensboro, survive him. His domestic life was most happy.

He was singularly gentle in his bearing and his courtesy was unfailing. His freedom from egotism and self-consciousness was unusual, and that with the other qualities of his head and heart made him very attractive to all with whom he was brought in contact. His health began to fail some weeks before his death and he was persuaded to take a leave of absence tendered him by the Executive Committee of the Board of Trustees, that he might seek its restoration. He went to the home of his son in Knoxville for his vacation, but relief did not come, and there he passed away on

March 11th, 1909.

In view of such a record of usefulness to his country, and to every community in which he lived, especially the University; it is

RESOLVED, That in the death of Professor Eben Alexander, LL. D., this University and the State, as well as higher education with the blessings attendant thereupon, have suffered a great loss,

SECOND, That in token of the sympathy of the Trustees with his bereaved family a copy of these minutes be sent to his widow; and that it be spread upon the minutes of the Secretary.

(Signed) R. H. BATTLE,
JNO. W. GRAHAM,
RICHARD H. LEWIS.

Raleigh, N. C., Jan. 8, 1911.

At the annual meeting of the Trustees of the University, held Tuesday, Jan. 17, 1911, in the office of the Governor, the above Minutes and Resolutions were presented and unanimousl approved and adopted.

R. H. BATTLE, Secretary.

CONFERRING OF DEGREES UPON WAR CLASSES

The Board of Trustees at the January meeting upon the recommendation of the Faculty resolved to confer the degree of A. B. as of their class upon all students of the University who during the period from 1861 to 1865 withdrew to enter the military or naval service in the Civil War. A committee of the Faculty has been at work since December obtaining the addresses of the students of that period and corresponding with them in regard to the matter. It is hoped that a large number of these former students will be present to receive their degrees in person. A general reunion of all the students of that period will be held in addition to the regular class reunions and it seems likely that the University will have a larger number of alumni present than for many previous years.

It is of the utmost importance that the committee should secure the names of all who are eligible for the degree and the alumni are urged to co-operate in securing them. Every effort is being made to avoid mistakes but, as the records of the time are poor, it is possible some may occur.

The following is the list of those who are known to be eligible for the degree and who have been notified of the fact. Those below the line in each class have not been heard from:

CLASS OF 1862.

Samuel J. Andrews, Lexington, Mo.
James M. Blain, Blackstock, S. C.
R. Warren Boyd, Stuart's Draft, Va.
Charles W. Broadfoot, Fayetteville, N. C.
J. M. Covington, Wadesboro, N. C.
W. B. Fort, Pikesville, Wayne Co., N. C.
John W. Hinsdale, Raleigh, N. C.

Alfred C. B. Holt, Augusta, Ga.
William E. Hunt, Greenville, Miss.
William H. McLaurin, Laurinburg, N. C.
Thomas A. Morrow, Graham, N. C. R. F. D. No. 2.
Rev. A. J. Moore, Whitakers, N. C.
Matthew J. Moore, Carpenteria, Cal.
A. Hill Patterson, 1407 First St., Louisville, Ky.
James H. Polk, Fort Worth, Texas.
Harry H. Price, New Orleans, La.
Clement L. Richardson, Lake Charles, La.
Andrew S. Routh, Trion, Ga.
Angus Shaw, Maxton, N. C.
Thomas W. Taylor, Huntington, W. Va.

John D. Parker, Benson, N. C.
Fletcher T. Seymour, Eurekaton, Tenn.
William B. Vandeveer, Clio, Texas.
Thomas S. Webb, 512 Gay St., Knoxville, Tenn.
Benjamin F. Whitner, Tallahassee, Fla.

CLASS OF 1863.

Benjamin B. Adams, Milledgeville, Ga.
Thomas Badger, Raleigh. N. C.
David S. Barrett, Carthage, N. C. R. F. D. No. 1.
Tim Ervin Cooper, Jackson, Miss.
M. A. Curtis, Tarboro, N. C.
Henry C. Foscue, Pollocksville, N. C.
John A. Hall, Warrenton, N. C.
Benjamin McC. Hord, Nashville, N. C.
Benjamin S. Johnson, Little Rock, Ark.
Gabriel Johnston, Yonkers, N. Y.
Calvin Y. Marshall, Eupora, Miss.
Mark B. Pitt, Tarboro, N. C.
Caleb H. Richmond, Danville, Va.
Norman L. Shaw, Drake's Branch, Va.
J. F. C. Williams, Hamilton, Ga.
William E. Winston, Sarago, Reeves Co., Texas.

Archibald Henderson, Yanceyville, N. C.
Rev. John R. Joyner, Baltimore, Md.
James S. Lucas, Washington, N. C.
James McKee, Raleigh, N. C.
John W. Mallett, Sumter, S. C.
Charles F. Martin, Little Rock, Ark.
Robert B. Peebles, Jackson, N. C.
Nymphas H. Price, Bath, N. C.
Lavendar R. Ray, Atlanta, Ga.
Robert M. Rogers, Mars Bluff, S. C.
Olin Wellborn, Los Angeles, Cal.
Hugh M. Arnold, Newnan, Ga.

CLASS OF 1864.

William J. H. Bellamy, Wilmington, N. C.
Charles H. Blocker, St. Petersburg, Fla.
James P. Britt, Norfolk, Va.
Joseph W. Chalmers, Arden, N. C.
Thomas B. Hagood, Barnwell C. H., S. C.
R. Henry Lee, Goldsboro, N. C.
James M. Long, Milton, N. C. R. F. D. No. 1.
Charles Motz, Abilene, Texas.
J. B. Oliver, Mount Olive, N. C.
Rufus J. Polk, Little Rock, Ark.
William Richardson, Selma, N. C.
Stanley M. Riggsbee, Riggsbee, N. C.
Robert G. Russell, Durham, N. C.
Preston H. Sessoms, Windsor, N. C.
Thomas M. Wiggins, Littleton, N. C.

James Barrett, Augusta, Ga.
James I. Metts, Wilmington, N. C.
Fabius W. Sturdivant, Auburn, N. C.

CLASS OF 1865.

Thomas O. Bunting, Wilmington, N. C.
William M. Davies, Asheville, N. C.

John T. Rankin, Wilmington, N. C.
Robert W. Williams, Tallahassee, Fla.

Rev. William H. Call, Washington, N. C.
John W. Cotten, Tarboro, N. C.

CLASS OF 1866.

Julian S. Carr, Durham, N. C.
Henry E. Coleman, News Ferry, Va.
William F. Hargrave, Washington, D. C.
A. Ferdinand Johnson, Clinton, N. C.
Francis S. Norfleet, Lecompte, La.
John Burgwyn MacRae, Jackson, N. C.
George W. Wallace, Berkeley, Norfolk, Va.
Frederick T. Walser, Statesville, N. C.

Ernest Lindsay, 633 N. 8th St., St. Joseph, Mo.
Mark D. W. Stevenson, New Bern, N. C.

CLASS OF 1867.

Edmund D. Covington, Plant City, Fla.
John E. Donalson, Bainbridge, Ga.
John B. Gray, Fredericksburg, Va.
Stephen F. Lord, Salisbury, N. C.
James M. Means, 410 Emerson St., Houston, Texas.
Solomon B. Williams, Warrenton, N. C.

Braxton Bragg, Mobile, Ala.
Frank S. Faison, Raleigh, N. C.

CLASS OF 1868.

Colin M. Hawkins, Raleigh, N. C.
Thomas D. Meares, Wilmington, N. C.
Benjamin D. Webb, Scotland Neck, N. C.

The following alumni are known to be entitled to the degree, but letters sent to the address named have been returned:

CLASS OF 1863.

William A. Brown, Grenada, Miss.

CLASS OF 1864.

Henry H. Bryan, New Orleans, La.
E. Douglas Sandford, East Bend, N. C., and Houston, Texas.
Mungo T. Purnell, Grenada, Miss.

Information as to the war record of the following is desired. Those below the line cannot be reached with the address given, all letters having been returned.

CLASS OF 1862.

Samuel W. Smith, Malvern, Ark.
Sidney Womack, Eutaw, Ala.

Isaac W. Clark, Coffeeville, Texas.

CLASS OF 1863.

G. Edwards Thurmond, Carpenteria, Cal.

S. Wallace Beery, Florence, Ga.
Thomas J. Lanier, Quincy, Fla.
George H. Williamson, Cincinnati, Ohio.

CLASS OF 1864.

Middleton Hays, Jackson, Tenn.

Edwin H. Cobbs, Pittsylvania Co., Va.
Henry A. Gordon, Person Co., N. C.
Augustus Powell, Coahoma, Miss.
William T. Riggs, De Soto Parish, La.
Thomas P. Savage, Nansemond Co., Va.
Ambrose H. Sevier, Helena, Ark.

CLASS OF 1865.

Nathaniel R. Coleman, News Ferry, Va.

Richard H. Sims, Brunswick Co., Va.
Washington Thomas, Washington, N. C.

CLASS OF 1866.

Ernest Lindsay, 633 N. 8th St., St. Joseph, Mo.

David H. Edwards, Green Co., Ark.
George B. Simrall, Woodville, Miss.
John W. Land, Whitakers, N. C.

CLASS OF 1867.

Andrew J. Burton, Reidsville, N. C.
George V. Cowper, Winton, N. C.

CLASS OF 1868.

Samuel B. Adams, Little Rock, Ark.
John J. Peoples, Belvoir, Farquier Co., Va.
Maurice DeK. Thompson, Covington, Ky.

Charles E. Watson, Meridian, Miss.

All communications should be addressed to J. G. de Roulhac Hamilton, University of North Carolina, Chapel Hill, N. C. Assistance will be gratefully received and the alumni are urged to do their part in making the reunion of 1911 a success and in locating all alumni who are entitled to receive degrees at that time. All who receive degrees and notify the University a short time in advance of their intention of being present will be entertained by the University. Others who come without notice will be taken care of if possible.

COMMENCEMENT 1911

Commencement exercises, 1911, will begin on Saturday, May 27, and end on Tuesday, May 30. The order of exercises will be as follows:

Saturday, May 27,	10:30, Senior Class Day Exercises.
	7:30, Joint Banquet of the Literary Societies.
Sunday, May 28,	11:00, Baccalaureate Sermon, by the Right Reverend Collins Denny, Bishop of the Methodist Episcopal Church South.
Monday, May 29,	10:30, Alumni Reunions. The following classes will hold their reunions at this time: 1906, 1901, 1896, 1891, 1886, 1861, and the "war-classes" (1862-1868), on whose members who left the University without graduating to enter the war degrees will be conferred.
	12:30, Business Meeting of the Alumni.
	1:30, Alumni Luncheon.
	8:00, Meeting of the Board of Trustees.
	8:30, Annual Commencement Debate.
	10:00, Faculty Reception.
Tuesday, May 30,	10:30, Graduating Exercises.
	12:00, Commencement Address, by Woodrow Wilson, Governor of New Jersey.

ALUMNI NOTES

Robert W. Bingham, LL. B. '97, former Mayor of Louisville, Ky., has been appointed judge of the Chancery Court of Jefferson county, Ky.

J. J. Britt, Law '03, was appointed in November third assistant Postmaster General of the United States.

Robert L. Gray, '92-'94, formerly editor of the *Richmond Virginian*, has accepted a position with the Munsey newspaper syndicate and is at present located in Baltimore.

George MacNider, '04, was elected president of the North Carolina Section of the American Chemical Society at the January meeting.

W. Frank Smathers, '03, who has been practicing law in Atlantic City, has been appointed by Governor Woodrow Wilson a district court judge. The appointment has met with great approval in New Jersey.

Charles Baskerville, '92, recently published, in collaboration with Doctor Louis J. Curtman, *A Course in Qualitative Chemical Analysis*. (Macmillan and Co.)

James A. Gray, Jr., '08, has been made secretary and assistant treasurer of the Wachovia Loan and Trust Company of Winston-Salem.

James E. Mills, Ph. D. '01, formerly Associate Professor of Chemistry in the University of North Carolina, has opened in Columbia, S. C. a laboratory for general chemical analysis.

James S. Manning, '79, on his retirement from the Supreme Court of North Carolina in January, entered into a law partnership with R. O E. Everett, '03, of Durham, N. C.

Adolfo B. Rodriguez, Med. '10, is a city physician at Holguin, Cuba.

Thomas Ruffin, ex-'95, formerly Professor of Law in the University of North Carolina, has opened an office for the practice of

law at Washington D. C.

Ralph M. Harper, '04, is Assistant Rector of St. Paul's church, Boston, Mass.

Thomas G. Miller, '06, Aldert S. Root, '01, John J. Pemberton, '07, and H. L. Sloan, '07, are among the first twenty-five honor men in the medical class of this year at the University of Pennsylvania.

S. T. Nicholson, '06 and W. L. Grimes, '06, received their degrees of M. D. from the Johns Hopkins Medical School in June, 1910.

W. E. Hooks, '00-'02, served as Engrossing Clerk of the Senate in the session of the North Carolina Legislature recently adjourned.

J. A. Terrell, '02, is Assistant Secretary for North Carolina of the Rockefeller Hookworm Commission.

R. E. Coker, B. S. '96, M. S. '97, formerly assistant and instructor in biology in the summer school, is the director of the U. S. Fisheries Laboratory at Fairport, Iowa.

C. A. Shore, B. S. '01, M. S. '02, for several years assistant and instructor in biology, is the director of the State Laboratory of Hygiene at Raleigh.

W. H. Kibler, '06, who has been teaching science in the Durham High School for the past three years, is acting Professor of Biology in Guilford College.

C. F. Kilpatrick, '09, is an assistant in the State Laboratory of Hygiene.

A. B. Greenwood, '10, is an assistant in the State Laboratory of Hygiene.

MARRIAGES

October 26th, 1910, at Graham, N. C., Miss Sarah May Kernodle and Mr. James Dick Proctor.

October 27th, 1910, at Little Rock, Ark., Miss Mary Knox Gatlin and Mr. Collier Cobb.

October 27th, 1910, at Charlottesville, Va., Miss Violet Pace White and Mr. Joseph Cheshire Nash.

November 2nd, 1910, at Elizabeth City, N. C., Miss Helen

Elizabeth Sheep and Mr. Frank Morton Hawley.

November 8th, 1910, at Halifax, N. C., Miss Elizabeth Fenner and Mr. Wallace Patterson.

November 10th, 1910, at Birmingham, Ala., Miss Martha Love Keiser and Mr. Warren Lawson Kluttz.

November 15th, 1910, at Newark, N. J., Miss Helen Thornton Highbie and Mr. Aubrey Lee Brooks.

November 16th, 1910, at Rockingham, N. C., Miss Nettie Walker Dockery and Mr. William Grimes Haywood.

November 16th, 1910, at Wilmington, N. C., Miss Marguerite Murchison Holladay and Mr. Hal Venable Worth.

November 22nd, 1910, at Logansport, Indiana, Miss Melissa Jeffras Myers and Mr. Joel D. Whitaker.

November 23rd, 1910, at Wilmington, N. C., Miss Maria Burgwin Maffitt and Mr. John J. Parker.

December 16th, 1910, at Ayden, N. C., Miss Blanch Winnifred Cannon and Mr. John Holliday Coward.

December 22nd, 1910, at Birmingham, Ala., Miss Marie Smith and Mr. Vernon Edelen Whitaker.

December 22nd, 1910, at New Orleans, La., Miss Effie Henderson Cobb and Mr. Guy Oliver Hunter.

December 26th, 1910, at Logansport, Indiana, Miss Lucetta Crum and Mr. Harry Woodburn Chase.

December 27th, 1910, at Norfolk, Va., Miss Ellen Alice Old and Mr. William Morton Dey.

January 6th, 1911, at Norfolk, Va., Miss Josephine Griffin and Mr. W. H. Sumner Burgwyn.

January 16th, 1911, at Raleigh, N. C., Miss Hattie Poe Johnson and Mr. Charles F. Gold

January 18th, 1911, at Charlotte, N. C., Miss Louie deBerniere Morehead and Mr. Walter Robertson Taliaferro, Jr.

January 26th, 1911, at Mebane, N. C., Miss Annie Graham Scott and Mr. Stephen Arthur White.

Feb. 16, 1911, Tarboro, N. C., Miss Sallie Roberson and Mr. R. G. Alsbrook.

DEATHS

Clarence Flagler, Phar. '05, at Stroudsburg, Pa., October 27th, 1910,

T. R. Little, '95, at Greensboro, November 16th, 1910.

Dr. Robert W. Joyner, '60--'62, at Woodland, Northampton County, January 14th, 1911.

H. M. Shaw, '67-'68, in Currituck County, February 9, 1911.

N. A. McLean, '77-'78, at Raleigh, Febuary 15, 1911.

FACULTY NOTES

Professor H. V. Wilson was elected President of the American Society of Zoologists at the annual meeting, Ithaca, New York, December 27th, 1910. Professor Wilson presented before the Society a paper entitled "On the Regenerative Power of the Dissociated Cells in Hydroids."

Professor Wm. deB. MacNider was elected a member of the council of the Association of American Pharmacologists at New Haven, Conn., December 28--31, 1910.

Professor H. W. Chase presented before the Department of Secondary Education of the Southern Educational Association, Chattanooga, Tenn., December 28th, 1910, a paper on "The Adolescent Imagination; its Significance for Education", which is published in the January Number of the *North Carolina High School Bulletin.*

Professor Archibald Henderson (on leave of absence, 1910--'11) has recently published through Mitchell Kennerley, New York and London, a volume of critical essays under the title of *Interpreters of Life.* At present Professor Henderson is in Berlin supervising the publication of several other books. Professors Toy, Wheeler and C. A. Smith make up good sized University of North Carolina colony in Berlin.

President Venable addressed the Johnson County Teacher's Institute at Smithfield, N. C., on January 20, 1911.

Professor E. K. Graham was elected President of the North Carolina Literary and Historical Association at the meeting in Raleigh in January.

Dr. L. R. Wilson has been re-elected Chairman of the North Carolina Library Commission, and is Chairman of the Department of Libraries of the Southern Educational Association. He has made the following addresses: before the North Carolina Library Association at Winston-Salem, December 7, on "North Carolina Libraries, their Improvement"; before the Farmer's Union at

Greensboro, December 14th; before the Association of City Superintendents at Raleigh, January 26th, on "The North Carolina Library Commission." The October number of the *North Carolina High School Bulletin* contains an article by Doctor Wilson on "The High School Library."

Professor Edwin Mims made addresses at the Founders Day celebration at Sweetbriar Institute, Nov. 19, on "Some Types of American Women"; before the State Educational Association of Virginia at Richmond, November 24th, on "Mechanics and Dynamics in Educational Work"; before the North Carolina Library Association at Winston, N. C., December 7th, on "Some Phases of Library Work;" before the North Carolina Literary and Historical Association at Raleigh, January 12, 1911, on "College and University Extension Work in North Carolina."

Professor Collier Cobb lectured before the Mooresville graded school, in November, on "Paridiso and the Lake District of Northern Italy;" before the North Carolina Library Association at Winston Salem, Dec. 7th, on "How to Interest the Community in the Library"; before the Chapel Hill high school, in December, on "How the History of the Earth is Written in the Rocks," "The Life Record of the Rocks," "Man on the Earth"; before the Association of American Geographers at Pittsburg, Pa., in December, on "The Landes and Dunes of Gascony", published in the *Journal of the Elisha Mitchell Society*, November, 1910; before the Raeford Academy, in February, on "Living Lakes and Dead Seas" (illustrated). He wrote for the *Charlotte Observer* in October a sketch, "Joseph Austin Holmes, Director of the U. S. A. Bureau of Mines."

Professor M. H. Stacy addressed the high school at Wise, N. C., early in November, on "Some Struggles of the High School."

UNIVERSITY MEN IN THE STATE GOVERNMENT

Executive Department

William W. Kitchin,	Governor.
Alexander J. Feild,	Private Secretary.

Department of State

J. Bryan Grimes,	Secretary of State.
William S. Wilson,	Corporation Clerk.

Department of Education

James Y. Joyner,	Superintendent of Public Instruction.
Allen J. Barwick,	Chief Clerk.
Charles H. Mebane,	Loan Clerk.
N. W. Walker,	State Inspector of High Schools.
L. C. Brogden,	State Supervisor of Elementary Schools.

Department of Justice

T. W. Bickett,	Attorney General.
George L. Jones,	Assistant Attorney General.

Corporation Commission

Kemp P. Doughton,	State Bank Examiner.
Stedman Thompson,	Tax Clerk.

Agricultural Department

William A. Graham,	Commissioner of Agriculture.
Elias Carr,	Secretary.
W. M. Allen,	Food Chemist.
W. G. Haywood,	Fertilizer Chemist.

G. M. MacNider,	Feed Chemist and Microscopist.
L. L. Brinkley,	Assistant Chemist.
J. L. Burgess,	Agronomist.
G. M. Garren,	Assistant Agronomist.
E. L. Worthen,	Soil Investigations.
J. Q. Jackson,	Assistant Chemist.
W. A. Smith,	Assistant Chemist.
W. H. Strowd,	Assistant Chemist.
W. E. Hearn,	Soil Survey.
L. B. Lockhart,	State Oil Chemist.
Manlius Orr,	Assistant Oil Chemist.

Historical Commission

J. Bryan Grimes,	Chairman.
W. J. Peele,	Commissioner.
M. C. S. Noble,	Commissioner.
R. D. W. Connor,	Secretary.
W. R. Edmonds,	Archivist.

Judicial Department

SUPREME COURT

Walter Clark,	Chief Justice.
Platt D. Walker,	Associate Justice.
James S. Manning,*	Associate Justice.
Thomas S. Kenan,	Clerk.

SUPERIOR COURTS

George W. Ward,	First District.
Robert B. Peebles,	Second District.
H. W. Whedbee,	Third District.
Frank A. Daniels,	Sixth District.
W. J. Adams,	Eighth District.
J. Crawford Biggs,	Ninth District.
Benjamin F. Long,	Tenth District.
Henry P. Lane,	Eleventh District.

*Term expired January 1, 1911.

Edward B. Cline,	Thirteenth District.
J. S. Adams,	Fifteenth District.

SOLICITORS

H. S. Ward,*	First District.
J. C. B. Ehringhaus,	First District.
C. L. Abernathy,	Third District.
R. G. Allsbrook,	Fourth District.
Henry E. Shaw,	Fifth District.
N. A. Sinclair,	Seventh District.
S. M. Gattis,	Ninth District.
William C. Hammer,	Tenth District.
S. P. Graves,	Eleventh District.
Heriot Clarkson,*	Twelfth District.
A. H. Johnston,	Fourteenth District.
Mark W. Brown,*	Fifteenth District.
Robert R. Reynolds,	Fifteenth District.
Thad. D. Bryson,*	Sixteenth District.
F. E. Alley,	Sixteenth District.

Legislative Department

SENATE

D. C. Barnes,	1st District.
L. V. Bassett,	5th District.
E. M. Green,	8th District.
J. L. Barham,	9th District.
J. R. Baggett,	15th District.
J. W. Graham,	19th District.
A. D. Ivie,	20th District.
H. M. London,	22nd District.
R. W. Lemmond,	24th District.
L. T. Hartsell,	25th District.
H. N. Pharr,	25th District.
H. R. Starbuck,	27th District.
Z. V. Long,	30th District.

*Term expired January 1, 1911.

J. G, Carpenter,	32nd District.
O. M. Gardner,	33rd District.
J. C. Martin,	37th District.

HOUSE

J. E. Long,	Alamance.
R. A Doughton,	Alleghany.
W. A. Thompson,	Beaufort.
C. E. Taylor,	Brunswick.
R. R. Williams,	Buncombe.
A. A. Kent,	Caldwell.
R. A. Nunn,	Craven.
C. G. Rose,	Cumberland.
J. S. Carr,	Durham.
M. B. Pitt,	Edgecombe.
R. P. Floyd,	Franklin.
W. A. Devin,	Granville.
C. Ross,	Harnett.
Z. V. Turlington,	Iredell.
E. R. Wooten,	Lenoir.
A. L. Quickel,	Lincoln.
H. W. Stubbs,	Martin.
W. H. McNeill,	Moore.
E. M. Koonce,	Onslow.
J. T. Johnston,	Orange.
Z. V. Rawls,	Pamlico.
J. T. Thorne,	Pitt.
W. S. Thomas,	Richmond.
J. O. McArthur,	Robeson.
M. Majette,	Tyrrell.
R. H. Battle,	Wake.
H. C. Caviness,	Wilkes.
G. W. Connor,	Wilson.

CONGRESS

Charles R. Thomas,*	Third District.
John M. Faison,	Third District.

*Term expired March 4, 1911.

Edward W. Pou,	Fourth District.
John M. Morehead,*	Fifth District.
Charles M. Stedman,	Fifth District.
H. L. Godwin,	Sixth District.
Edwin Y. Webb,	Ninth District.

State Board of Health

George G. Thomas,	President.
John A. Ferrell,	Assistant Secretary.

State Bureau of Hygiene

Clarence A. Shore,	Director.
Miss Daisy B. Allen,	Chemist.
C. F. Kirkpatrick,	Assistant.
A. B. Greenwood,	Assistant.

*Term expired March 4, 1911.

THE JOHN CALVIN McNAIR LECTURES

The fourth series of lectures upon the McNair foundation were delivered on March 24, 25 and 26, 1911, by the Reverend Henry Van Dyke, D. D., LL.D., scholar, author, and preacher, and Professor in Princeton University. The subjects of the three lectures were:

1. The Poetry of Patriotism and Humanity.
2. The Poetry of Nature.
3. The Poetry of the Unseen World.

The lectures delivered upon the McNair foundation in 1910 by David Starr Jordan, President of Leland Stanford, Jr. University, have been published in book form by Henry Holt and Co., of New York, under the title of "The Stability of Truth". About thirty copies of this book are still in the hands of the Registrar and will be sent to those first making application for them to the Registrar. Six cents for postage must accompany the request.

THE SUMMER SCHOOL

The University Summer School for Teachers will open Monday, June 5th, and continue in session for a term of six weeks, closing on Saturday, July 15th.

The faculty will comprise representatives from the University of North Carolina, the North Carolina College of Agriculture and Mechanic Arts, the State Normal and Industrial College, Davidson College, and other institutions.

Courses will be offered in Primary School Methods, Secondary Education, Educational Psychology, School Administration, English Composition and Literature, History, Physics, Latin, French, German, Drawing, and Library Administration.

No tuition fees charged teachers of the State or those preparing to become teachers. A nominal registration fee of three dollars admits to all courses. The University Library and Laboratories open to students of the Summer School without additional cost. Board and other necessary expenses moderate.

The earnest teacher or student who wishes to spend a part of the summer in quiet, intensive study, under competent instructors, will find here excellent opportunity.

A bulletin containing detailed information as to courses of study, instructors, expenses, etc., will be ready early in March. This will be sent, upon application, to anyone interested.